Alexandra Park Primary School

Care, Aspire and Achieve

Beliefs and Values

In Beliefs and Values pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Living in and growing up in the diverse world of the 21st century will challenge all young people. An understanding of different faiths and beliefs has never seemed more relevant. Our Beliefs and Values curriculum aims to prepare our children for the future by teaching them about a variety of faiths and beliefs as well as allowing them to consider big questions of spirituality and identity as well as questions of morality, such as poverty, discrimination and the use of limited resources as well as raising ethical questions about human reproductions, racial and religious prejudice and the role of politics in everyday life.

Our Beliefs and Values curriculum is challenging, inspiring and fun. It supports our children to develop their levels of religious literacy and conceptual understanding. It teaches them how to articulate, with confidence, their ideas about religion, beliefs and spirituality. It allows our learners to understand religious and belief systems' commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human. Our curriculum enables pupils to explore Judaism, Islam, Hinduism, Buddhism and Sikhism, alongside Christianity, as well as exploring secular world views.

Beliefs and Values promotes social and ethnic harmony and awareness of British values. Through the exploration of multiple identities and local communities, through visits to places of worship and meeting people from religious and belief communities, and through a deepening understanding of beliefs and practices, our aim is for children to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration. Knowledge and skills developed by Beliefs and Values contribute to pupils' readiness to participate in life in modern, diverse Britain and in a plural world.

At Alexandra park Primary School our curriculum design reflects our core values of Care, Aspire and Achieve. Our Beliefs and Values curriculum ensures that we cover these core values as well as the key skills and knowledge set out in the National Curriculum. Our Beliefs and Values units demonstrate seven steps of effective learning: Movement, Games, Creativity, Challenge, Ownership, Meaning and Celebration. Teacher Research Groups (TRGs) enable staff to work collaboratively to plan exciting units of work.

In Beliefs and Values the unit will often start with a big question that the children will learn about and research over the half term. Children have the opportunity to present their learning in a variety of ways such as a presentation, power point, poster, debate or an assembly.

Spiritual, moral, social and cultural development

- Spiritual development: Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Beliefs and Values can support this by promoting:
  Self-awareness - offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others.
  Curiosity - encouraging pupils' capacity for critical questioning and allowing time and space where these questions can be addressed to show they are important.
  Collaboration - utilising lesson techniques which engender group collaboration and communication such as circle time, debates, group investigations and Kagan techniques.
  Reflection - providing a space to reflect on pupils' own values and views, as well as those of others, and to consider the impact of these values.
  Response - exploring ways in which pupils can express their responses to demanding or controversial issues.
  Values - promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils though exploring inspiring examples of these qualities in others.
  Appreciation - encouraging pupils' ability to respond with wonder and excitement by exploring some of the marvels and mysteries of the natural world, of human ingenuity, and examples of the capacity of humans to love, create, organise and overcome adversity.

- Moral development: Moral development is about exploring and developing pupils own moral outlook and understanding of right and wrong. Beliefs and Values is extremely well-suited to exploring social and personal morality in significant ways:
  Valuing others - in exploring the views of others, young people are well-prepared to appreciate the uniqueness of all humans and their moral value, and to act in the world and towards others accordingly.
  Moral character development – Beliefs and Values offers a safe space where pupils can learn from their mistakes, appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative, act responsibly and demonstrate resilience.
  Moral diversity - activities in Beliefs and Values lessons help pupils feel confident when taking part in debates about moral issues. Debates and discussions prepare pupils for the fact that there will always be disagreement on matters of morality and their right of expression is balanced by a responsibility to listen to the views of others.

- Social development: developing children socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside. In the Beliefs and Values classroom, such social situations includes exploring:
  Shared values - opportunities to consider values which are or should be part of society, such as those associated with right and wrong, treatment of others or diversity.
  Idealised concepts - topics which require reflection on the abstract concepts our society is built on, such as justice, fairness, honesty and truth, and specific examples of how they affect our common life, such as issues of poverty and wealth, crime and punishment.
  Moral sources - a chance to reflect on where ideas about how we should behave come from.
  Influences - opportunities to explore and reflect on the great influence on individuals of family, friends, the media and wider society.
  Social insight - A chance to acquire insight into significant social and political issues which affect individuals, groups and the nation.
  Role models – Beliefs and Values explores role models from the famous like Desmond Tutu, to the many local examples in the school and its community.

- Cultural development: By exploring different religious and non-religious worldviews, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Fundamental Great British Values

- At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Care, Aspire and Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

- Our Beliefs and Values curriculum supports the following British values:
  Mutual tolerance: we do not accept intolerant attitudes to members of the community. Attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. Beliefs and Values challenges children and young people to be increasingly respectful and to celebrate diversity.
  Respectful attitudes: Beliefs and Values focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other people who see the world differently from themselves.
  Democracy: In Beliefs and Values pupils learn the significance of each person's ideas and experiences through methods of discussion. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence the wellbeing of others.
  The rule of law: In Beliefs and Values pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and the learn to apply these ideas to their own communities.
  Individual liberty: In Beliefs and Values pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints.

Assessment

- At Alexandra Park Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Teachers monitor progress and adjust their teaching accordingly through their weekly planning. Medium term plans are adapted based on assessments. Teachers assess and moderate the children at either working towards the expected standard, expected or working at greater depth. Subject Leaders monitor this data and track key groups of children such as boys, girls or Pupil Premium.

Collecting Evidence

- At Alexandra Park Primary School, we believe that all pupils should have the opportunities to share their pupil voice. We do this in a number of ways. The curriculum allows opportunities for pupils to develop the skills, knowledge and understanding when using their pupil voice. The subject leader finds out pupils' opinions about the teaching of Beliefs and Values and the content covered through interviewing selected pupils during lesson observations. The subject leader acts upon the comments and suggestions of pupils wherever possible.

Aspire Opportunities

- At Alexandra Park Primary School, we offer a variety of enrichment activities to engage the children and support their learning. Every year group has a visit to a place of worship that they are studying during their Beliefs and Values units of work.

- Throughout the year children experience theme days such as Yellow Day. Organisations such as 'Groundbreakers' and 'Show Racism the Red Card' come in to school to broaden the children's experiences of other cultures and beliefs. We have a Green Week each year which develops the children understanding of environmental issues and improving our school environment. This is led by our Eco Team.

Targets for 2026-2027

- To ensure pupils develop an understanding of how beliefs and values influence individuals, communities and wider society.

- Ensure that different faiths are covered throughout the Key Stages, but ensure we are making links between faiths already learned about.

- Support staff to enable assessment to effectively capture pupils' progression in their knowledge and understanding of beliefs and values.

- To ensure pupils recognise and respect similarities and differences between worldviews, fostering tolerance, empathy and mutual understanding.

- Ensure Beliefs and Values trips are taken for each year group to a place of worship.

- Ensure own CPD is up to date

Longer-term targets

To ensure all pupils develop a secure understanding of a range of religious and non-religious beliefs and values, encompassing three areas of learning; Believing, Expressing and Living.